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ABSTRACT

This presentation reports on the third phase of research associated with the Teacher as Decision Maker Program (TADMP), a graduate-level program for middle/secondary school certification at Indiana University. Seven teacher perspectives have emerged from the study of 86 individuals from the fields of science, English, foreign language, math, and social studies: (1) Scholar Psychologist; (2) Friendly Scholar; (3) Inculcator; (4) Facilitator of Thinking; (5) Friendly Pedagogue; (6) Empowerer, and (7) Nurturer. The latest research explores the utility of these teacher perspectives as a tool for strengthening self-reflection on teaching among TADMP students. The paper describes and analyzes the impact of four interventions based on the perspectives: (1) initial reflections; (2) choosing a center and gaining confidence; (3) reflecting back on perspectives and teaching; and (4) confirming and infirming perspectives with peers. Results indicate that the seven perspectives are a means to initiate self-reflection and to develop the art of paying attention as a way of nurturing reflective practice. A bibliography, three versions of a questionnaire titled "Teacher Perspectives as a Guide for Self Reflection on Teaching," and techniques used to study students' teaching perspectives are included. Contains 25 references. (Author)

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Teacher Perspectives as a Framework for Strengthening Teacher Education*

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Paper presented at the annual meeting of the American Educational Research Association in New Orleans, April 5, 1994.

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Running Head: TEACHER PERSPECTIVES

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Abstract

This paper reports the third phase of research associated with the Teacher as Decision Makers Program (TADMP), a graduate-level program for middle/secondary school certification at Indiana University. Seven teacher perspectives have emerged from the study of 86 individuals from the fields of science, English, foreign language, math and social studies: Scholar Psychologist Friendly Scholar, Inculcator, Facilitator of Thinking, Friendly Pedagogue, Empowerer, and Nurturer. The latest research explores the utility of these seven teacher perspectives as a tool for strengthening self-reflection on teaching among preservice teachers in the TADMP. The paper describes and analyses the impact of four interventions based on the perspectives: 1) Initial reflections, 2) Choosing a center and gaining confidence, 3) Reflecting back on perspectives and teaching, 4) Confirming and infirming perspectives with peers. Results indicate that the seven perspectives are a means to initiate self-reflection and to develop what Tremmel calls "the art of 'paying attention' as a way of nurturing reflective practice."

> Classroom teaching appears to be a peculiar form of self-expression in which the artist, the subject, and the medium are all one. Whether any academic program of study can truly prepare someone to practice it is perhaps a question that one dare not ask." (Kagan, 1992, p 164)

Questions and doubts about the value of teacher education programs to teachers is a persistent concern among teacher educators (e.g., Kennedy, 1991; Kagan, 1992). A grow[illegible] number of researchers argue that we can strengthen the impact of teacher education programs by focusing on prospective teachers' initial beliefs about teaching, teaching metaphors, and background knowledge about teaching (e.g.. Bullough, 1991, 1992; Britzman, 1986; and Shuell, 1992). There is also growing interest in teacher education based on "reflection" and "reflection on practice" (e.g.. Tremmel, 1993; Johnston, 1992; Lampert, 1985; Duckworth, 1986; and Clandinin and Connelly, 1990). This paper is about using prospective teachers' beliefs about teaching as a tool for reflection during professional preparation in the Teacher as Decision Maker Program.

Over the past six years the Teacher as Decision Maker Program (TADMP) has provided an avenue into the teaching profession for graduate students who seek teacher certification for middle and secondary schools. The program has certified over seventy recent Arts and Science graduates and career changers from fields such as law, engineering, business, nursing and medical technology.

Beginning in 1988, several colleagues and I have studied the attitudes, values and beliefs about teaching held by students as they enter the TADMP. We discovered initial perspectives that changed very little during student teaching or the first few years in the classroom, despite challenges and contradictions faced in school contexts (Bennett and Powell, 1990; Bennett and Spalding, 1991, 1992a, 1992b). Over time we developed an understanding of some of the connections between our teachers' beliefs and their classroom practice. This research has led us to create a conceptual framework that links teacher thinking and behavior according to seven teacher perspectives I will describe more fully later: Inculcators, Friendly Scholars, Scholar Psychologists, Facilitators of Thinking, Empowerers, Nurturers, and Friendly Pedagogues.

A major component of the TADMP is encouragement of self reflection on teaching practice. Autobiographical interviews and essays, reflective journals, concept mapping, stimulated recall interviews following classroom observations, discussion of "critical incidents" generated during student teaching, and "action research" have all been used as tools for instruction and research (Bennett, 1991). Our students have greeted these strategies with varying degrees of enthusiasm. Some regard reflective journals as busy work while others become deeply involved, some look forward to stimulated recall interviews while others find them overly

restrictive, most detest concept mapping yet are thrilled at the changes they see in themselves through maps constructed over time, and most are too overwhelmed by student teaching to carry out action research projects. None of this is surprising, given the intensive nature of a twelve month program such as the TADMP.

Meanwhile, we developed the color wheel of teacher perspectives in 1991 and had begun to use it during follow up interviews to our classroom visits of TADMP graduates. The Color Wheel was met with great enthusiasm out in the field and the teachers often told us that they wished they had learned about their perspective early on in the program. We wondered if and how the perspectives could be used while our students were still in the program. It seemed to us that the color wheel of teacher perspectives might be used as a tool to initiate and nurture self reflection on teaching, there-by strengthening their professional preparation and classroom practice.

In "Zen and the Art of Reflective Practice in Teacher Education," Tremmel (1993) writes that many reflective teaching and teacher education programs are limited by "technical and analytical views of reflective practice" (P. 434). He argues that these programs would be enriched "through the incorporation of non-Western notions of reflection, particularly the Zen Buddhist tradition of 'mindfulness'" (p.434). Drawing upon Donald Schon's concepts

of "knowing-in-action," and "reflection-in-action" Tremmel is gently critical of the linear step-by-step approaches to reflective process based on technical rationality. It seemed to us that the Color Wheel might be a means to initiate self-reflection and to develop what Tremmel calls "the art of 'paying attention' as a way of nurturing reflective practice" (p. 434).

Theoretical Framework: Teacher Perspectives

Teacher perspectives are the personal values, attitudes and beliefs that help teachers interpret and justify their classroom decisions and actions. Perspectives provide a lens through which teaching is viewed and affects the way teaching is perceived and interpreted.

This definition of perspective is based on Rokeach's definition of beliefs. According to Rokeach (1968) a belief is a "simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase 'I believe that...'" (p. 113). He defines beliefs in terms of a cognitive component, the knowledge "held with varying degrees of certitude about what is true or false, good or bad, desirable or undesirable" (p.114); an affective component, or feelings aroused when beliefs are challenged; and a behavioral component, "because the belief, being a response predisposition of varying

threshold, must lead to some action when it is suitably activated" (p.114).

In his review of teachers' beliefs and educational research. Pajares writes,

> There are good reasons why attempts to understand the beliefs of preservice teachers is essential to teacher education. Researchers have demonstrated that beliefs influence knowledge acquisition and interpretation, task definition and selection, interpretation of course content, and comprehension monitoring (p. 328).

We had certainly found this to be true in our initial research with the TADMP (Bennett and Powell, 1990). Although many teacher educators intuit the importance of teacher beliefs, research to date is sparse due in large part to problems of definition. Pajares argues, however, that as a research construct teacher beliefs "is less messy, far cleaner, and conceptually clearer that it might appear" (p. 329).

We draw encouragement from his view and believe that our approach to teacher perspectives is consistent with previous research on teacher beliefs discussed in his review.

The Seven Teacher Perspectives

Teaching Perspectives as a Color Wheel. As we sought a way to represent the seven perspectives visually, we wanted to avoid linear designs that might suggest a hierarchy or compartmentalization of the perspectives. Thus, we chose the

color wheel as both a model and a metaphor for our general stance toward the perspectives.[1]

Insert Figure 1 Here

We found that perspectives, like colors, appear most often in "shades." Just as there are few "pure" colors, there are few "pure" perspectives. The color wheel is also intended to suggest a degree of flexibility among the categories. For example, an individual's fundamental perspective may be that of Empowerer, but she may at times act as a Nurturer or an Inculcator. A brief description of each perspective follows, together with elaboration of the color wheel metaphor.

Primary colors. Inculcators (RED) described the transmission of academic content knowledge as central to teaching. Several aspired to transmit "fundamental values" as well. They rarely referred to subject matter relevance, the nature of the learner, or teacher personality characteristics, such as enthusiasm or creativity. They often expressed a desire to "inspire" or be role models. Recurring themes were "control" and "discipline."

Empowerers (BLUE) described teaching in terms of social action or change. They saw academic knowledge as less important than, for example, learners becoming "self-

actualized," or "gaining a sense of power and independence and control." Frequently committed to social causes themselves, they hoped to influence students to use political power, understand cultural pluralism, or accept multiple perspectives.

Friendly Pedagogues (YELLOW) defined teaching in terms of lesson preparation and teacher personality characteristics (e.g., "organization" or "enthusiasm"). An eclectic group in terms of educational goals and values, most expressed an aversion to "lecture" or to "being boring," and a preference for questioning and discussions. They stressed the importance of well-planned lessons and student feedback.

Secondary Colors. Facilitators of Thinking (VIOLET) identified thinking and lifelong learning as the principal goals of teaching. Although often scholarly themselves (and therefore similar to Inculcators), they de-emphasized the importance of content. Their emphasis on "critical thinking," "problem-solving," and "learning how to learn" brought them close to the Empowerer perspective, but their recurring focus was cognitive rather than social.

Nurturers (GREEN) perceived teaching primarily in terms of interactions with students. They defined good teachers as "open and responsive," "flexible," and "attainable." Because they emphasized the development of the learner and expressed concerns about children as "our future," they resembled

Empowerers. Because they de-emphasized academic knowledge, they resembled Friendly Pedagogues.

Friendly Scholars (ORANGE) shared with Inculcators an emphasis on the transmission of academic knowledge, but, like Friendly Pedagogues, they stressed teacher personality characteristics such as enthusiasm, humor, friendliness. Their transmissive view of learning was balanced by a desire to make knowledge relevant and learning fun.

Scholar Psychologists lie at the center of the wheel, representing the murky blend of colors that results from mixing red, violet, blue, green, yellow, and orange. This was the largest and least clearly defined group, who often displayed characteristics of other perspectives. Like Inculcators, they emphasized academic knowledge. Like Friendly Scholars, they wanted to make knowledge relevant. To do this, they often planned elaborate lessons, like Friendly Pedagogues. Like Nurturers, they wanted to be "sensitive" and "available" to students. They were distinguished, however, by several characteristics. They tended to point out relevance in terms of students' future rather than present lives. They used psychological language in describing students, e.g., "understanding the nature of adolescent development." They saw themselves as counselors to students, willing to listen to their problems but not to become personally involved in them.

The Approach

As director and an instructor in the TADMP my approach ranged from consultative to collaborative self-study (Schön, 1991). This phase of the research involved a series of interventions with sixteen members of the TADMP's Fifth Cohort. Although it was conducted without the benefit of my previous collaborators who have now moved away, the thoughts and energy they have provided over the years is very much alive in the work I report in this paper. I designed a series of interventions that were intended to help students reflect on their teacher perspectives during their twelve months in the TADMP.

Initial Reflections. When the students entered the program in June they were interviewed about their beliefs about teaching and aspects of their educational history, taught an unstructured lesson in the microteaching lab, and completed a concept map according to the procedures we have used with the first four cohorts (See explanation of data sources and analysis in footnote 1.) I analyzed these data and identified the teacher perspective that seemed most appropriate for each student. The task was surprisingly easy in most cases and I was reassured later when most of the students selected the same perspective for themselves as I had, although I did not reveal my choice to them. (See Table 1 for an overview of the students' selected perspectives over

time, compared with my initial decision.) Previously we were not aware of our students' perspectives until they had completed the program and I wondered how this prior knowledge might affect my interactions with them, both positively and negatively.

Choosing a Center and Gaining Confidence. The next intervention occurred three months later about a week before their ten-week practicum in School A. I designed and conducted a three hour seminar on teacher perspectives and the Color Wheel. First I explained the color wheel using colored overheads, Tables 2 and 3 and lots of concrete examples of teacher beliefs and classroom behavior. (See Tables 2 and 3 in the Appendix.) Next the students were given a case study of a teacher from our previous research and worked in small groups to identify the teacher's perspective (Bennett and Spalding, 1992). They did this with surprising ease. After a full discussion of all the case studies (there were seven--one on each perspective),. the students worked individually to select the perspective they felt was most like them Then they completed the first self reflection sheet. (See Form A in the Appendix.)

The Color Wheel was greeted with terrific enthusiasm. (The entire session is on video and provides a clear contrast to some of the other strategies we have used to initiate self reflection on teaching.) With one exception the students

easily identified a perspective that was most like them and another that was least like them. There were four Facilitators of Thinking, four Friendly Scholars, two Friendly Pedagogues, two Scholar Psychologists, one Inculcator, one Nurturer, one Empowerer, and one confused and undecided.

The students begged me to divulge the perspective I had identified, especially the one person who felt confused and undecided, but I held off saying, "It's not important what I think. The point is for you to get inside yourself and see who YOU think you are as a teacher."

The idea that self knowledge strengthens confidence in beginning teachers was a clear theme in many of their written responses. One Friendly Pedagogue wrote,

> I don't know that I will act any differently through this practicum having learned about my perspective, except that I may be a bit more confident. What I mean by this - and I hope it doesn't sound arrogant - is that I really don't feel a desire to 'have' any of the attributes of the other teacher perspectives so I feel like I am what I want to be and this gives me confidence.

One Friendly Scholar described how an understanding of his perspective might affect his school practicum experience,

> I don't know why, but I'm glad to have the reminder of what I feel a teacher should do (be) before the practicum. I think it will help me focus on ...presentations that will work best for me,

Another wrote,

> This does help me understand where I'm coming from, and why I find some teaching methods so hard to work with. I like the ideas of creative thinking, groupwork, and

> critical analysis. I'm just not good at coming up with them. And I always have an impulse that they seem too 'loose.' Now maybe I know why I feel that way.

And a third wrote,

> [that it is] important to realize what you naturally do best and be careful not to stifle that...(but also) be aware of the mentor teacher's style and try not to be radically different.

The four Friendly Scholars all felt that the Nurturer was LEAST like them because, as one wrote,

> I put much more emphasis on content. And though I like being friendly with students, I never commit myself as much as a Nurturer.

On the other hand, the student who felt undecided and confused wrote,

> I can't figure it out. I'm sort of an Empowerer (creative, critical thinking, problem solving), a Facilitator (lifelong learning), a Nurturer (encouraging, motivating, sensitive) and a Scholar Psychologist (relevance to kids' lives).

She concluded with,

> Well, since I don't understand it, it will probably inspire me to figure it out. It also makes me feel like a loser since I have no idea what I am. And scared that I have no idea.

The experience had been a disturbing one for her. While part of me felt that there might be an advantage to having multiple teacher perspectives, I remembered that she was tentative and unsure of herself during her microteaching, despite some of the most creative and well developed curriculum plans in the group. Would this intervention help her develop a deeper sense of herself as a teacher, or might

it undermine her fragile confidence instead. That night I received an e-mail message from her.

> Re: sorry. I can relate to the color wheel, I just couldn't figure out my color. But that's a typical response for me, it usually takes me longer. I do think it is a very helpful tool and I'm sure I'll figure it out after a while.

Reflecting back on perspectives and teaching. The next intervention occurred two and a half months later at the end of the "ten day teach" that wrapped up the School A practicum. I observed and videotaped everyone for one or more class periods and conducted a follow-up interview of about 60 minutes. At the end of the interview we discussed where they saw themselves on the Color Wheel and I made a note of it. Students were then given the second self reflection sheet to complete on their own, and a copy of their first sheet to remind them about their initial explanations and predictions. (See Form B in the Appendix.)

Ten teachers identified with the same perspective, three changed just one shade, two changed several shades, and the undecided and confused perspective became a bit clearer. One Friendly Scholar wrote,

> With the ten day teach over I still feel that this is the perspective that emerged through out my teaching. I was able, as I became more familiar with the students, to use humor and challenge to the best of my ability in the classroom. I feel like I have to know each student in order to stimulate them in the way that brings out the best in them.

A Facilitator of Thinking wrote,

> More than ever I now see content as meaningless, pointless. The only thing worth learning is how to think. I feel that the Facilitator is best positioned to teach thinking.

One Friendly Pedagogue wrote,

> I still feel as though this is the perspective closest to my teaching style because I placed emphasis on motivation, on student feedback and on the subject area as a tool for understanding. During my ten day teach I did this without much forethought about my perspective.

A teacher who changed from Inculcator to Friendly Pedagogue wrote,

> As my ten day teach went on I used less of the textbook and more outside resources. I found I could control the classroom better through activities, than just yelling at the students to get their attention.

One of the two Scholar Psychologists who moved from Friendly Scholars wrote, "I realized that I prefer a more participative classroom environment. I also like using discussions, debates, etc." The other wrote, "I'm beginning to think I have elements of the Scholar Psychologist. I realized that I work hard at making connections with individual students, adjusting to their psyches." He went on to say, "I'm not sure I've changed so much as my awareness of my teaching style is more accurate." The Friendly Scholar who originally saw himself as "1/2 Scholar Psychologist and 1/2 Inculcator" wrote,

> I chose this for two reasons. One, the Friendly Scholar falls between the Scholar Psychologist and Inculcator categories. Secondly, and more important, I actually do feel that Friendly Scholar fits my style. I do like to emphasize academic knowledge, especially knowledge that is important and relevant. I've always hated learning

> things when their intrinsic value was not apparent. Also, both I and Friendly Scholars are concerned about current events and their relationship to similar times in history.

The teacher who was unable to identify her perspective at the beginning of the semester wrote two and a half months later,

> I think I've narrowed it down to three perspectives - Facilitator of Thinking (I like to use primary source materials, higher level questioning, encourage critical thinking and lifelong learning.), Friendly Pedagogue (I'm interested in well-prepared lessons and student feedback. I like using a 'rich array of resources' and I like discussion and group projects.) and Empowerer (I do believe in using literature to help students understand people, especially people from other cultures and countries. And I like to think that I can affect change that way.)

In explaining her change in perspective she wrote,

> I think I needed to get into the classroom to see what I did. Also, I would have had a much easier time deciding which perspective if there was one that emphasized having fun while learning subject material, relating it to the students' lives and having them learn first hand.

This vision is very close to the Empowerer, a perspective she chose after the next intervention.

Many of the students used their perspective as a way of assessing their growth/success and areas that needed improvement. One Friendly Pedagogue wrote,

> Knowledge of my perspective clarified my teaching style and also let me identify why the actual set up of a classroom can be inhibiting to certain teaching styles. I was uncomfortable with the desks all in straight rows because it didn't enhance classroom discussion and participation. I prefer to be able to move around the room freely and this is a part of my perspective's need to receive student feedback.

Another Friendly Pedagogue explained how her perspective "caused" her to very carefully plan lessons around a variety of strategies and activities to match student readiness and learning styles. She also "worked very hard to check for understanding" and corrected her students' math homework herself (rather than following her mentor teacher's practice of allowing the students to check it) because she was "concerned that they may not understand but haven't asked questions due to embarrassment, etc." She continued,

> Student feedback is important to me in the sense that I tend to judge myself by how students perform. Therefore, I find myself being very lenient in grading and providing help to students during exams....I think a tendency towards grade inflation is a weakness I'll have to be careful with.

A Facilitator of Thinking wrote,

> At first, I was just looking to plan and execute something, and that is what I looked for to see how well I was doing. As the two weeks went on, I fell back on my perspective a little bit to see what I wanted to look for in my students once I was comfortable.

Like other Facilitators, she found she has a "tendency to run over the time allotted" in the pursuit of interesting topics so that classes had no wrap up or closure. Therefore she "self corrected" and came up with a "vocabulary activity to deal with this" but realized that she'll "need to work up more strategies than just that."

The Nurturer explained her success in teaching a controversial unit on racism to the "bonds and relationships I was able to establish with the students during the Ten Day

Teach....The students felt non-threatened and comfortable around me." The Friendly Scholar who changed to Empowerer wrote that during her ten day teach her

> perspective did nor consciously affect me. I was too concerned with making it through the day and planning for the next. Now that I have reviewed the perspectives and the ten day teach, I think that in the future I will always try to include an empowering aspect to my lessons as I think it will add to my teacher satisfaction while providing practical application to the students.

The students' comments were brief but insightful and more depthful than what I typically encountered in their practicum journals. The occasional inconsistencies (e.g.. not wanting to 'have' any of the other perspectives, yet feeling somewhat like a Friendly Scholar, and later Nurturer) and incomplete understanding of the differences among the perspectives didn't get in the way of the self reflection on teaching practice that was the real point of it all.

Our group discussion of the practicum during the second phase of this intervention began with the students showing a five minute video clip of their ten day teach. Our discussion was lively and mutually supportive. The students seemed to have in mind a wide range of alternative teacher characteristics and strategies associated with all the various perspectives. Since the perspectives cut across the disciplines and school contexts (middle and secondary schools in urban, suburban and small town settings) we were able to

transcend those boundaries and make connections in our discussion of what we were learning about becoming a teacher.

Yet, I noticed that the students used a lot of the terminology from the Color Wheel's seven perspectives. I wondered how much they were being shaped by it. I hoped that the simultaneous exposure to all the perspectives would support open reflection and found support for this in those who changed a bit. But I was concerned about pushing the Color Wheel too far and wondered if the students would lose interest in it as their anticipation of student teaching intensified. Nevertheless, I designed an entire pre student teaching seminar based on the teacher perspectives as a color wheel and planned to put them in to peer-reflection groups according to perspective.

Confirming and infirming perspectives with peers. The next intervention occurred six weeks later in a seminar just prior to student teaching. The students were asked to draw a picture of their "ideal classroom." The first "public list" showing how the students were grouped by perspective was greeted with a great deal of interest as students discovered the others who shared their primary perspective. Students discussed the similarities and differences in their "ideal classrooms" and completed the third reflection guide. (See Form C in the Appendix.)

I had intended to use the "ideal classroom" exercise as a warm up activity among peers with similar perspectives. It turned out to be a tool for reflection as well. The Facilitators of Thinking felt their classrooms were "very similar...designed to facilitate divergent, simultaneous activities," with emphasis on a "constructivist philosophy." They saw no important differences except for "the ones that arise from subject area differences" (physics, German, English, and social studies). The Scholar Psychologists found a similarity that was "pretty scary." All the rooms were arranged in U shapes for "easy access to students," and included a wide range of instructional tools and resources. Again, "the only significant differences were related to subject area" (biology and social studies). The Empowerers emphasized extensive technology, video hookups with other classrooms and connections with the outside world. Their designs facilitated student groupwork, resource centers and a library, and lots of windows and natural light. The major differences related to aesthetics and conveniences, such as a bathroom with shower in one classroom.

A pattern that struck me immediately was an absence of students in all the classrooms drawn by the men, and an abundance of students in the drawings by six of the eight women. When I shared this with the group a few days later everyone was surprised and had no explanations. It seemed to

reinforce our previous research, however, where we found only female Nurturers and Empowerers (Bennett and Spalding, 1991).

The small group discussions deepened my students' understanding of their teacher perspective and encouraged them to think critically about it. The Facilitators of Thinking decided that they believed in "life-long learning, intellectual independence, and creative thinking" but they stated that their "weaknesses seem to have nothing to do with their perspective." The Friendly Scholars agreed that they developed creative lessons with lots of resources and they liked the idea of students as a "fan club." However, they rejected the idea of students as passive recipients, a pattern we have observed the Friendly Scholars' classrooms. They worried that their preference for a relaxed classroom atmosphere and physical setting could enhance discipline problems.

The Friendly Pedagogues seemed to be reaching the limits of their interest in the Color Wheel, perhaps because they didn't discover depthful similarities among themselves. This may reflect the difficulties we have had in identifying Friendly Pedagogues since they are more philosophically diverse than the other perspective groups. One Friendly Pedagogue rejected the role of students as appreciative audience, saying she "wanted her students to be "active participants." All three stated that they did not think

their perspective would influence their student teaching, agreeing that

> It's nice to know you fit into some style of teaching - that was important at first, but now that I know it, it won't probably change much about the way I teach. Also I think I'll start displaying attributes from the other styles too.

The Empowerers, on the other hand, made tremendous progress in clarifying their teacher perspectives. One decided that he really was much more of a Facilitator of Thinking after all. .Another who had been "unsure and undecided" all semester began to identify strongly with the Empowerers, though she wrote, "I don't like the idea of active RECIPIENTS for students." Several weeks into student teaching she sent an e-mail message saying "I'm kind of bummed today because I have to teach more of an inculcator style." She was using the perspectives to negotiate unfamiliar terrain. I wondered how many of the others were using it as well. Clearly, the Color Wheel of teacher perspectives had been a useful tool for them thus far, but I wondered how it would influence their growth during the next three months of student teaching as I thought about possibilities for the next intervention.

Teacher Perspectives as a Tool for Teacher Education and Research

The Color Wheel of seven teacher perspectives provides the major framework I now use to initiate and nurture my

students' reflections on their teaching. During observations of their student teaching, for example, I try to view curriculum planning and interactive teaching from their primary perspective, rather than from my own, to help them tune into their strengths and build from there. Teachers who are most comfortable with teacher directed instruction, for example, those who favor lecture and are fearful of groupwork, can be encouraged to develop engaging demonstrations, illuminating visuals, and concrete examples to support their instruction. They might eventually be moved to use discussion dyads that help clarify students' understanding of complex concepts. Likewise, Facilitators of Thinking can be admired for the extensive primary source materials they often integrate into their lessons and be helped to develop lesson closure before time runs out (a frustration they frequently face). Indeed, my OWN teaching seems to be improving as I develop greater insights into the strengths and potential limitations of MY primary teacher perspective.

The Color Wheel has also enabled my students to understand differences and compatabilities with their mentor teachers. This insight is illustrated by Francoise whose first "good day" of student teaching occurred on my first visit to her classroom. During our follow-up interview she exclaimed,

> Today is the best I've felt the whole time....I don't mean this as a criticism of (mentor teacher) because he is a great teacher. You ought to see him with those kids. He's just great. But, he's more out of the book . . . and I like to bring in other stuff and do things like the newspaper. Yesterday we just did a worksheet and I hated it. See the problem is, I'm designing the lesson but he teaches the lesson so I'm trying to find something he is as comfortable with as I am. I'm also teaching more to what he thinks is right because of the situation and you know, he does a great job with them . . . But today I did something I really wanted to do.

Another unanticipated benefit of the Color Wheel has been for peer mentoring within a group of student teachers from diverse content areas. It allows us to be social and multidisciplinary as we think about our teaching and we can continue to be a support group for each other.

Findings from this phase of TADMP research also connect with a number of common themes that emerge from studies of professional growth among prospective and beginning teachers such as the importance of teacher beliefs and images that underlie teaching, the importance of the teaching self-image for novices, the need to foster self reflection on teaching, questions about stages of professional growth, and questions about connections among professional education coursework, school practica and student teaching (e.g.. Kagan, 1992). Research with the TADMP's Fifth Cohort underscores "the important role played by a novice's image of self as teacher" (p. 140), the need to stimulate self reflection to enhance this self knowledge among preservice candidates, and the conclusion that "Novices without clear self-images as

teachers are 'doomed to flounder'" (e.g.. Kagan, 1992, p. 147). An understanding of teacher perspectives, such as the seven perspectives portrayed as a color wheel, helps students learning to teach know themselves better and enhances their self confidence. Recall the student who wrote, "Knowing my perspective makes me feel confident."

Self knowledge, self confidence, and self expectations for success as a teacher are necessary and interactive ingredients for becoming a successful classroom teacher. These ingredients are not sufficient, however. Researchers also point out that "most preservice teachers have an unrealistic optimism and a self-serving bias...believing that the attributes most important for successful teaching are the ones they perceive as their own" (Pajares, p. 323). The Color Wheel seems to address this problem by making students aware of alternate perspectives while simultaneously helping them focus on the one that seems most like them at the time. By portraying the strengths and potential weakness of perspectives derived from the actual classroom instruction of beginning teachers very much like themselves, the Color Wheel gently suggests ways they may want to modify their perspectives in various school contexts, should they encounter problems. Having been taught to use the Color Wheel early in the TADMP they used it as a tool for reflection and as a critical tool for effective classroom decision making during student teaching.

The developmental stages discussed through out the teacher education literature are evident: initial concerns with the self as teacher, moving to greater focus on students, experiencing cognitive dissonance as initial beliefs are challenged and the self image is restructured, and acquisition of procedural knowledge of classroom management and instruction (Kagan, 1992, p. 150). However, my experience with preservice teachers in the TADMP supports Grossman's view that preservice teachers' concerns with "issues of self, identity, and classroom survival...(need not) ...prevent them from reflecting deeply on issues related to the content of teaching (as well as) the moral and ethical imperatives of teaching in an increasingly pluralistic society" (p. 173, 175). For example, during the pre student teaching practicum a number of students developed original curriculum plans on topics such as racism, human rights, building an electric car, and multicultural literature that took them beyond the comfort zone of the textbook or their mentor teacher's curriculum. Many were quite good at checking for student understanding and were able to "self correct" based on their perceptions of pupil needs. They frequently made reference to student learning styles and other aspects of diversity that had been stressed in their summer coursework.

Another theme in the research is that students' beliefs about teaching are well established prior to their entry into

teacher education programs, that they change little and have a strong impact on what students gain from their teacher education programs. Our previous research is very consistent with this theme, but now that we are using the Color Wheel earlier in the program we see change and growth that we did not uncover previously. The Color Wheel provides a way of integrating beliefs about teaching with what we actually see in classrooms regarding classroom leadership style, student roles and behaviors, the content emphasized, preferred instructional strategies, and responses to school contexts (See Table 3). It may facilitate a change in teacher perspective when one's beliefs about teaching are not harmonious with the classroom context.

Finally, the findings are at odds with another theme in teacher education research: the discontinuity between professional education coursework and school experiences during practica and student teaching (e.g.. Kagan, 1992). Donald expressed the connections he felt between his coursework in the TADMP and student teaching in a spontaneous e-mail message that captures a prevalent feelings among the Fifth Cohort.

> Student teaching is going well. . . . Thursday I begin my first complete unit, on Imperialism. What I've learned from you has certainly changed some of my perspective on that. . . . You've colored my perspective in other ways. Last week a counselor from (the high school) came over to speak to the 8th graders about next year. She started out covering all the bases, like technical ed, general ed, etc. Then some one told her is was a GT class. She changed completely. "Oh, you

> don't need to know all that, you're going to college." . . . It was exactly what we've talked about in your class and with (Prof A). She assumed they wanted to go to college. She made allusions to how "un-smart" their classmates are, I was appalled. . . . I don't see how people can not notice what they are doing, and more importantly, how they are affecting young people.

Overall, our students seem to applaud the idea that "Theory without practice is futile and practice without theory is fatal." Like Donald, they often refer to connections they see between university course work and their school experiences.

Looking back, the Color Wheel helps us seek what Clandinin and others (1993) describe as "a dialogue between...practices and theory, a dialogue mutually informing to both theory and practice, to researcher and practitioner....(A theory that is) not seen as superior to practice but is in a kind of dialectical relationship to practice"(p. 12).

Conclusions

This study falls into the final category of five research genres in teacher education identified by Kennedy (1992) and reflects the strengths and limitations she notes for the fifth genre.[2] It is a longitudinal case study of sixteen preservice teachers engaged in academic coursework and teaching experiences is middle and secondary schools that are connected by the teacher as decision maker theme. It

explores how initial teacher perspectives might serve as a tool for self-reflection on teaching.

For those of us who believe that beliefs about teaching are at the heart of becoming a teacher this research is encouraging. Devices such as the Color Wheel of teacher perspectives do help teachers tune into their initial beliefs about teaching, and do provide a means of "paying attention" to preactive, interactive and postactive tasks of teaching (Reynolds, 1992). But what this means about successful teaching defined in terms of student learning remains unclear. It is widely assumed that teachers who are skilled in self reflection will make better teaching decisions than teachers who are not skilled in self reflection and that these "wise decisions" better enhance student learning and development. This assumption about benefits for students invites future research.

Table One

Teacher perspectives Selected by Students Over Time, compared with CB's Perception

Names*	Self 1	Self 2	Self 3	CB
Donald	FS	FS	FS	FS/FT
Jordan	SP/I	FS	FS	SP
Justin	FS	SP	FS/SP	SP
Hillary	SP	SP	SP	N/FT
Mark	FS	SP	SP	SP
Alphonse	FT	FT/E	FT	FT
Bethany	FT	FT	FT	FT
Chet	FT	FT	FT	FT
Iris	FT	FT	FT	FT
Francoise	?	FT/SP/E/N	FT/E	SP
Frieda	FS	FS-E	E	FS
Phillip	E	E	E	FS
Mildred	N	N	N	N
Charles	I	FP	FP	FS
Danielle	FP	FP	FP	N
Lucy	FP	FP	FP	FT/N

*Names selected by students

FS-Friendly Scholar
SP-Scholar Psychologist
I-Inculcator
FT-Facilitator of Thinking
E-Empowerer
N-Nurturer
FP-Friendly Pedagogue

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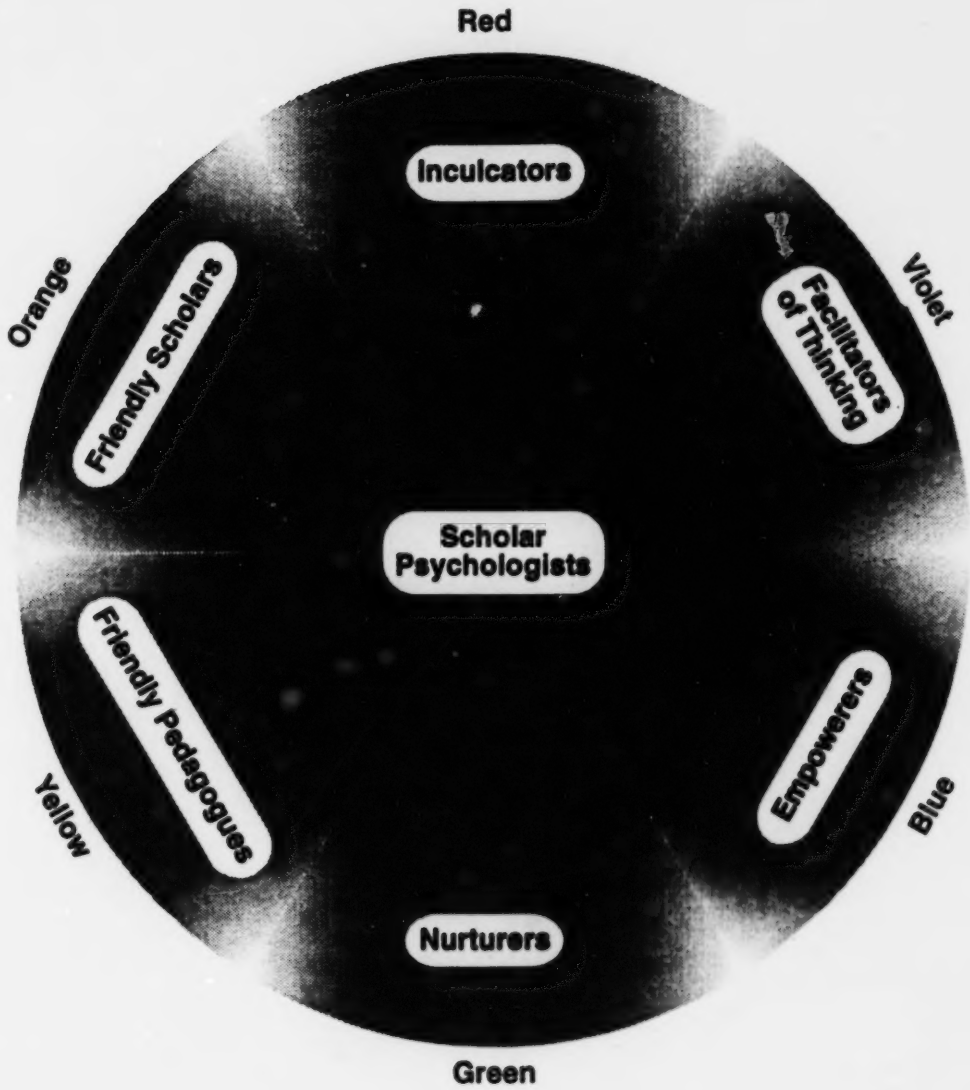
Figure 1
Teaching Perspectives as a Color Wheel



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Name_____ **Date**_____ **Form A**

Teacher Perspectives as a Guide for Self Reflection on Teaching

1. The teacher perspective that seems most like me is _____
   Explain why you think so.

2. The teacher perspective that seems least like me is _____
   Explain why you think so.

3. To what extent is your perspective evident in your concept maps?
   Explain briefly

4. How might this understanding of your teacher perspective affect your school practicum experience

Name_____ **Date**_____ **Form B**

Teacher Perspectives as a Guide for Self Reflection on Teaching

1. At the beginning of the Fall practicum which of the seven teacher perspectives did you feel seemed most like you?_____

2. Now that you have finished your Ten Day Teach which of the perspectives seems most like you?
Explain why you think so

3. If your perspective is different now, how do you explain the change?

4. How has your perspective affected your teacher decision making (before, during, and after classroom instruction)? Provide a few illustrative examples.

5. Each perspective has potential strengths and weaknesses. Did an understanding of your perspective help you assess your growth and success during the ten day teach?

6. Does knowledge of your perspective help you identify areas you need to work on? Explain briefly.

Name_____ **Date**_____ **Form C**

Teacher Perspectives as a Guide for Self Reflection on Teaching

1. Study and discuss the "ideal classroom" drawn by you and your partners. Are their any similarities? (If so, briefly describe them.)

2. Are their important differences? (If so, briefly describe them.)

3. At the end of your ten day teach you and your partners identified which of the seven teacher perspective as being most like you?

   _____

   Discuss and clarify your definition of this perspective.

4. Do you see evidence of this perspective in any of your "ideal classrooms?" (Briefly describe them.)

5. Each perspective has potential strengths and weaknesses. Tell each other what you have learned about your own strengths and weaknesses in the classroom. List any important similarities you discover amongst yourselves. If there are important areas of difference list these as well.

6. Will an understanding of your perspective have any influence on your student teaching? Discuss and briefly describe your thoughts below.

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1 Four techniques were used to study the students' teaching perspectives during the program and during their first years of teaching: autobiographical interviews, concept mapping, stimulated recall interviews, and classroom observations with follow-up interviews. Brief descriptions of each technique follow. (For detailed descriptions, see Bennett and Spalding, 1991; Bennett and Powell, 1990; Bennett, 1991).

Autobiographical Interviews

Each year, upon entering the program, the students were interviewed in depth by a program assistant. All interviews were audiotaped and subsequently transcribed. The questions were grouped according to personal background data; early socialization, including school experiences; teaching perspectives, including motivations, values and conceptions of teaching; conceptions of knowledge in the selected content area; and the role of schooling in society.

Concept Mapping

Using free association concept mapping procedures (Beyerbach, 1987), students were asked to construct concept maps around the central organizing concept of "teaching." Maps were created at four strategic points throughout the program: upon entry, end of summer coursework, end of fall field experience, end of student teaching. After completing their first and last concept maps, the students were asked to explain their maps and interpret their development over time. These interviews were audiotaped and transcribed.

Stimulated Recall Interviews

Four lessons (at beginning of summer coursework, during fall field experience, beginning and end of student teaching) taught by each student were videotaped and analyzed in a follow-up interview that was taped and transcribed. Stimulated recall interviews were conducted immediately following each lesson. The interviews contained three distinct components: 1) questions about planning; 2) stimulated recall through viewing the videotape and focusing on three critical incidents/points of saliency in the lesson; and 3) reflective analysis of the lesson (Borko, Livingston, McCaleb, and Mauro, 1988; Norton, 1987).

Classroom Observations and Follow-up Interviews

During their first and second years of teaching, the selected students were videotaped for at least one full class period. A two person research team conducted the observations. The follow-up interviews asked the teachers to describe their classroom and feelings about teaching and to answer questions related to teaching perspectives (e.g. values and conceptions of teaching and learning, conceptions of knowledge in their content area, and the role of schooling in society). All follow-up interviews were taped, transcribed and analyzed.

Data Analysis

This study was guided by principles of qualitative research, specifically case study research strategies (Merriam, 1988). Original units of analysis were taken from autobiographical interview transcripts. Categories were developed using Lincoln and

Guba's index card system (Merriam, 1988). This card sorting yielded the seven teacher perspectives described in the findings.

In order to enhance reliability, we sorted the cards independently, then discussed and resolved discrepancies. A colleague not involved in the research was given descriptions of the perspectives and independently categorized a selected sample of the cards. Inter-rater reliability was .78. Qualitative analysis of concept maps was conducted for the purpose of triangulation. Field notes, videotapes, and transcriptions of other interviews were also studied for this purpose. We asked colleagues who are teacher educators to comment on our emerging findings. Although to date it has not been possible to conduct member checks with all sixty-eight participants, the ones with whom we have checked concurred with our analysis. (A more detailed description of data analysis appears in Bennett and Spalding, 1991).

2 The first genre consists of open searches for contributions to pupil achievement. The teacher's education is one of the contributions typically examined.

The second genre consists of comparisons studies, in which teachers who have received formal teaching credentials are contrasted with teachers how have not

The third genre consists of studies in which researchers ask teachers what they think they have learned from their teacher-education programs.

The forth genre consists of experimental studies, in which different approaches to teacher education are compared.

The fifth genre consists of longitudinal case studies in which teachers are followed over time to see how their thinking changes as they participate in teacher education.

TABLE 2

TEACHER PERSPECTIVES OF TADMP TEACHERS

Teacher Perspective	Description
Scholar Psychologists	Emphasize academic knowledge and understanding nature of the learner; emphasize relevance in the subject area and helping students become intelligent decision makers in the future.
Friendly Scholars	Emphasize academic knowledge and teacher personality characteristics; stress immediate relevance of subject matter; subject areas help students solve personal problems and understand current issues and events.
Inculcators	Emphasize academic knowledge; transmission of fundamental knowledge and values; teacher as inspirational role model; subject matter as cultural literacy.
Facilitators of Thinking	Emphasize thinking, decision making and learning processes; subject area important in helping students think critically and become lifelong learners.
Empowerers	Emphasize values, critical thinking, decision making, self-actualization, and social action; subject matter important in effecting change on a societal or global scale.
Nurturers	Emphasize teacher-student interaction, empathy and caring relationships; subject area less important than development of the learner.
Friendly Pedagogues	Emphasize instructional strategies, well-planned lessons and student feedback; subject area important as a tool for understanding.

Table 3

Seven Teacher Perspectives: Description of Classroom Actions of TADMP Teachers

Perspective \ Actions	Classroom Leadership Style	Student Roles/ Behaviors	Content Emphasized	Preferred Instructional Strategies	Responses to School Contexts
Scholar Psychologists	Control through connections and questioning	Cooperative participants	Textbook as a resource/ springboard	A wide range	Adaptability
Friendly Scholars	Control through charisma and connections	Passive recipients and admiring fan club	Text plus supplementary materials	Lecture, questioning, demonstrations	Adaptability
Inculcators	Control through authority	Passive recipient or potential disrupter	Textbook as centerpiece	Lecture, teacher explanation	Frustrated by constraints unless supported by school culture
Facilitators of Thinking	student self-control through responsibility	Active Participants and decision-makers	Primary source materials	Higher level questions, student projects .	Adaptable, but frustrated if expected to "cover the text"
Empowerers	Student self-control and teacher charisma	Active recipients	Multiple resources	Discussion, groupwork, student projects	Frustrated by constraints unless supported by school culture
Nurturers	Student self-control through teacher contact	From caring cooperation to testing the boundaries	Textbook plus hands-on materials	Teacher explanation and student seatwork	Willingness to adapt
Friendly Pedagogues	Control through performance and continuous activity	From appreciative to captive audience	From a rich array of resources to textbook tedium	Discussion, groupwork, individual study projects	Happy in resource-rich non-restrictive environments